Course Director: Dr Teri Elliott-Hart, telliott-hart@gcts.edu

Office Hours Monday from 4-6 pm, or other days by appt

Teaching Mentors:  
Dr Bianca Duemling  
Dr J.A. Lloyd  
Ellen Bass  
Rev Linda F. Parham  
Rev Virginia Ward  
Dr Mark Harden

Project Mentors:  
Dr Jewel Hyun  
Rev Ralph Kee  
Rev David Wright  
Rev Mark Scott

DESCRIPTION

This course is designed as a capstone to the student’s seminary experience, bringing together their knowledge from various fields of study with practical experience. As a practical theology class we employ a method of action, reflection and analysis that will be built in to the classroom experiences and our time in the field.

In this class students will be learning broad based urban ministry skills from local leaders. The semester is divided into a series of workshop experiences followed by a field based dilemma or ministry project that will be addressed by a small group and an assigned mentor. Together students will engage in service-learning work on a project at a local church or community agency where they can practice leadership skills, strategic planning, collaboration and community development principles along with pastoral discernment. Woven throughout the class are individual case study analyses for theological reflection and integrating the readings with the issues posed by the community hosts.

Prerequisites: Minimum 12 courses, including MC 621(Inner City/Living Systems).

LEARNING OUTCOMES:

1. Students will demonstrate collaborative skills throughout the team projects
2. Students will demonstrate a capacity for theological reflection on ministry project development
3. Students will demonstrate the capacity to approach a ministry challenge from multiple points of view
4. Students will develop a working vocabulary for best practices in church leadership
5. Students will demonstrate proficiency in soft leadership skills such as communication and conflict resolution
6. Students will demonstrate the capacity to synthesize experience, theological concepts, and leadership development principles.

---

### FBMM 649 CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Instructor</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9</td>
<td><strong>Course orientation</strong></td>
<td>Dr Teri Elliott-Hart</td>
<td>Read Duemling Chptr in <em>New Jerusalem</em> and Chpt 1 in <em>CQ</em> book on reserve.</td>
</tr>
<tr>
<td></td>
<td>- Self Assessment: leadership profile tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Intro to Practical Theology/Theo reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/16</td>
<td><strong>Leadership Module: Intercultural Competence and Cross Cultural Collaboration</strong> (Project matching)</td>
<td>Dr Bianca Duemling</td>
<td>Read <em>Leadership Secrets</em></td>
</tr>
<tr>
<td>9/23</td>
<td><strong>Leadership Module:</strong> Leadership and Character at the Crossroads of Ministry</td>
<td>Dr J.A. Lloyd</td>
<td>Read <em>When Kumbaya Is Not Enough</em> Chapters 1-5 &amp; Article “The Four Characteristics of Biblical Discipleship”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write project case study analysis</td>
</tr>
<tr>
<td>9/30</td>
<td><strong>Holistic Discipleship:</strong> Strategies and skills with a focus on youth</td>
<td>Rev Virginia Ward</td>
<td>• Read on line article: <em>Everything You Wanted to Know About Logic Models but Were Afraid to Ask</em>, Connie C. Schmitz and Beverly A. Parsons, <a href="http://www.insites.org/documents/logmod.htm">http://www.insites.org/documents/logmod.htm</a></td>
</tr>
<tr>
<td></td>
<td>CASE STUDY analysis 1 DUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/7</td>
<td><strong>Program Planning Module:</strong> Logic models</td>
<td>Ms Ellen Bass</td>
<td>See web site resources under Community Development Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write project logic model</td>
</tr>
<tr>
<td>10/14</td>
<td><strong>Program Planning Module:</strong> Community Development basics for ministry</td>
<td>Rev Linda Parham</td>
<td>Begin <em>Extraordinary Leadership and Toxic Charity,</em></td>
</tr>
<tr>
<td></td>
<td><strong>Logic Model case writing DUE</strong></td>
<td></td>
<td>(CUME READING WEEK, class meets)</td>
</tr>
<tr>
<td>10/21</td>
<td><strong>Orientation to Project Phase/Theological Reflection tools</strong></td>
<td>Dr Elliott-Hart Dr Harden</td>
<td>Finish <em>Toxic Charity</em></td>
</tr>
<tr>
<td></td>
<td>Begin group work with project mentors, begin to explore approaches to framing the project</td>
<td>Project Mentors</td>
<td>Project covenants due next week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of Framing the project: Group strategic planning/ begin site visits</td>
<td>Project Mentors meet with group</td>
<td>Begin Project team <strong>book of choice</strong> Continue <em>Extraordinary</em></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/28</td>
<td><strong>Project covenants DUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of 11/4</td>
<td>Framing the project: Naming measurable outcome(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field based work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of 11/11</td>
<td>Project group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of 11/18</td>
<td>Mon HOLIDAY Field based work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors meet groups in November as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of 11/25</td>
<td>Project group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of 12/2</td>
<td>Project group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of 12/9</td>
<td><em>Present</em> proposal/findings/resources to host site</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Mentors meet at sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 12/16</td>
<td><em>Debrief and reporting:</em> All project mentors and student groups meet on campus for final reporting and debrief</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr Teri Elliott-Hart Project Mentors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write synthesis paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/22</td>
<td>Synthesis paper DUE to course Director</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Course details subject to change through first week of classes)*
REQUIRED READING LIST


***Reserve Reading available in the library:

Case Study: “Bridge Out” Friedman's Fables by Edwin H. Friedman (3pp)


Course articles as assigned available online at SAKAI
COURSE ASSIGNMENTS

Students should expect to use SAKAI course page to receive more details for these assignments, links to Web based articles and other resources. If you have difficulty accessing SAKAI notify the IT department right away.

A. Engagement: Complete Readings, attend classes, demonstrate commitment to your project group. Participation is very important for learning in this course. The focus on collaborative leadership dictates that all students are present and respectfully participating. In the intensive format missing classes will impact grades.

B. Project completion: You will be assessed by your mentor on areas such as collaborative leadership, participation, growth, and contributions to the group process. The outcome of your project “challenge” will not be graded, but the community stakeholders are the recipients of your labors.

C. 2 Case Study Essays- Students will be presented with facts about a ministry situation, dilemma, or program in development that they will be working on during the “project phase”. Before the project phase they will analyze the case using a theological lens as well as the principles of the specialized module topics and readings. They will do this twice before the project phase begins.

   Case Study Essays should demonstrate:
   i. Understanding of the main ideas from the reading/lectures
   ii. Understanding of the context and issues raised in the case description
   iii. Ability to apply the specialized subject area to the real world issue
   iv. Analytic skills
   v. Capacity to read a situation theologically
   vi. Strong writing skills of organization, mechanics and grammar

One case study will be in the format of a “logic model” which you will be introduced to in October.

D. Project Journal. Observations and reflections will be recorded in a journal to be read by project mentor and course director (6 entries 250 wrd minimum each).

   Journal should demonstrate:
   i. Critical reflection skills as applied to self-knowledge as a leader, a team member, and personal growth
   ii. Capacity to reflect theologically on context and ministry practices
   iii. Commitment to the project

E. Group proposal/recommendations to be presented to the host site stakeholders. These field based project final products may be in the form of (1) Community Assessments; (2) Model Replication; (3) Capacity-building; or (4) Project Concept Development.

   Group proposal should demonstrate:
   a. Clarity of stakeholders’ charge and the goals for the project

Project Mentors will evaluate each student’s contributions and capacities for leadership using a rubric aligned with course objectives. Student proficiency is not necessarily tied to Project “success”.

F. Individual final essay that integrates the readings, theological reflection journal, and your final analysis of the outcomes and process of the project in the community.

   Final Essay should demonstrate
   i. Depth and knowledge of issues raised in the case, including thorough description of stakeholders
ii. Ability to apply the reading and discussions of specialized subject area to the real world issue
iii. Thorough discussion of and applicability/scalability of proposal recommendations
iv. Use of supporting documents, resources, and bibliography as needed
v. Theological depth and clarity
vi. Strong writing skills of organization, mechanics and grammar

THE COURSE INSTRUCTORS

Teaching Mentors provide instruction in specialized areas of leadership and ministry development to equip the students for the project phase of the course. Attached are the mini-syllabi for each week’s special topics. The teachers are:

Virginia Ward  Pastor, Abundant Life Church Cambridge

Bianca Duemling  Emmanuel Gospel Center, Assistant Director of Intercultural Ministries

Ellen Bass  Black Ministerial Alliance, Director of Capacity Building

Linda F Parham  Community Development Trainer, Worcester MA

J.A Lloyd  CUME Adjunct Professor for Leadership

Project Mentors: work with the students as shepherds at the intersection of the host church needs, spiritual formation in praxis, program development and group dynamics. Student groups will be matched with mentors by the second week of class.
Policies

- All writing assignments should follow Turabian formatting for citations. (See online resources or her book Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 6th Edition. University of Chicago Press.) Papers should use a heading, be double spaced with 12 pt font, and include page numbers.

- Late papers (without consent due to extenuating circumstances) will be docked a letter grade for each day late.

- Please inform the professor of anticipated absences. One excused absence is allowed. Unexcused absences will impact your grade. More than one absence in an intensive format may jeopardize your passing the course.

- Plagiarism and overall academic integrity is taken seriously, and breaches will result in failure and disciplinary action (See Violating Academic Integrity at http://www.gordonconwell.edu/hamilton/current/documents/hamreg_handbook_acadserve.pdf)

- I will be happy to answer questions by email, telephone or by appointment at my office. If you email me after 6pm please do not expect a reply until the next day.

- Learning Accomodations: A student with a disability who may need academic accommodations should make an appointment within the first two weeks of classes to discuss his or her particular learning needs.
APPENDIX (available at first class)

- Project themed recommended reading
- Teaching-Mentors module syllabi
- Project Covenant form